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ABSTRACT

A problem exists in the lack of assessment coordination between monolingual psychologists and bilingual psychologists when working with language minority children referred for evaluation of special needs. This practicum was designed to improve the psychological assessment coordination between monolingual English psychologists and the bilingual psychologist. The practicum involved development of assessment coordination guidelines to be utilized by monolingual English psychologists and bilingual psychologists, design and presentation of a workshop explaining the model to school psychologists, creation of a log to record incoming referrals of children suspected of being language minority, and conducting conferences during which the monolingual English psychologist and bilingual psychologist would determine their respective roles in the assessment process based on the coordination assessment guidelines. Analysis of data revealed that psychologists increased their participation in the evaluation process and they were better prepared to participate in the multidisciplinary team process. Appendices include a coordination assessment form, referral log, and questionnaire on psychological assessment of language minority children. (Contains 32 references.) (JDD)

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ED 378 737

Improving the Coordination of School Psychological Assessment Involving Monolingual and Bilingual Psychologists who Work with Language Minority Children

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by

Luis E. Camacho

Cluster 56

A Practicum I Report Presented to the ED. D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1994

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PRACTICUM APPROVAL SHEET

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This practicum report was submitted by Luis E. Camacho under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child andYouth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

August 29, 1994

Date of Final Approval of Report

Mary Ellen Sapp

Mary Ellen Sapp, Ph.D., Advisor

Acknowledgment

This proposal draws heavily on many hours of research, and proposal implementation. I want to express particular appreciation to my advisor, Dr. Mary Ellen Sapp, for her support and patience during this significant learning experience.

Many thanks are due to the people in my work setting who authorized and allowed the implementation of this proposal.

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Abstract

Improving the Coordination of School Psychological Assessment Involving Monolingual and Bilingual Psychologists Who Work with Language Minority Children. Camacho, Luis E., 1994: Practicum Report, Nova Southeastern University, ED. D.. Program in Child and Youth Studies. Monolingual English School Psychologist/Bilingual Psychologists/Coordination Assessment Model/ Language Minority Children/Exceptional Education.

This practicum was designed to improve the psychological assessment coordination between monolingual English psychologists and the bilingual psychologist when working with language minority children referred for evaluation due to suspected exceptional education needs. A workshop explaining the model was designed and presented to school psychologists of the writer's school district.

The writer developed assessment coordination guidelines to be utilized by monolingual English psychologists and bilingual psychologist when working children who are described as language minority children are referred for psychological evaluation.

Analysis of data revealed that when monolingual English psychologists and bilingual psychologist were involved in the coordination assessment process, their participation in the evaluation process increased and were more comfortable and better prepared to approach the multidisciplinary team process. Having a clearly set of guidelines enhanced their confidence in the evaluation process and in the overall results.

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CHAPTER I

INTRODUCTION

Description of the Community

The work setting is located within a medium-sized city which was once four small cities populated largely by European descendants. Currently, it is thoroughly integrated by a diverse spectrum of ethnic groups that vary from Asians, native Americans, afro-Americans and Latin Americans. Geographically, the city is divided into four sectors; northside, southside, westside and eastside. Each of the ethnic groups predominates within a specific sector. The downtown area is located in the eastside, composed mostly of private and public office buildings, the center of economic activities. The School District is composed of 110 elementary schools, 21 middle schools, and 16 high schools all dispersed throughout the limits of the city.

The School District student population is approximately 101,000. The minority student population is approximately 65% of the total student population. The differences that characterize the minority population are ethnical, as 35% are Afro-Americans, 25% are Hispanics, and 5% are considered as others. Within the minority student population, a large proportion are products of homes considered at or below poverty levels. Many of the families of minority children are afflicted by unemployment, drug and/or alcohol use or abuse, and stressful emotional unresolved issues. It would seem that minority groups could easily be identified as borderline dysfunctional families. Many of the minority children are

considered at high risk in areas such as teen pregnancy, suicide, drug and alcohol addition, and physical and emotional abuse.

These conditions are considered closely related to the highly significant school drop out percentage rate within the school district. Because of the extremely low economic resources, minority families are forced to survive in neighborhoods considered extremely violent and where the gang factor is not an abstract concept or an article in a national or local newspaper, but a rooted reality.

As a result of the social situation that children are exposed to, the school system has designated itself as the provider of a safe and enriched environment where educational services are delivered. Personnel within the school district include classroom teachers, classroom teacher assistance aids, exceptional education teachers, speech pathologists, school social workers, and school psychologists.

Staff from the Regular Education and Exceptional Education Departments are also ethnically diverse. Ninety percent are considered white Anglo-Saxon, five percent are considered Latinos, three percent are Afro-Americans and two percent are designated "other".

Writer's Work Setting and Role

The writer is a member of the office of psychological Services that operates within the department of Exceptional Education and Supportive Services. The writer's role is to perform as a bilingual school psychologist. The writer's assignment was at a citywide level, where bilingual psychological assessment and psychoeducational evaluations were provided to language minority children. Counseling services were provided to the parents, teachers, and students. Consultation services were dispensed to students, parents, and other psychologists. Previously, the writer served for 3 years as an elementary and

secondary teacher in a school district where Spanish was the predominate language. Student and staff population were all Latin-American.

The writer was recruited during the 1989-90 school year by the Office of Psychological Services of the Public School System previously described. During the first two years, the writer was assigned as a school psychologist to the largest elementary school in the state where 60% of the student population was composed of language minority children. During the third school year (1990-91), the writer served the dual assignment as an elementary school psychologist, and as a citywide bilingual psychologist. For the 1992 school year, the writer served as a bilingual school psychologist assigned citywide on a full-time basis.

During the four years that the writer has participated as a bilingual psychologist, he has also been involved in educational activities as a bilingual educator within the school district. These activities required the writer's participation as an ethnic minority representative within a committee whose main objective was to recommend non biased assessment procedures to the school district administration.

The writer also served as a member of a Bilingual Educators Team whose main purpose was to develop language and cultural guidelines in the English to Spanish translation of a sexual abuse program designed for children considered at high risk.

Chapter II

THE STUDY OF THE PROBLEM

Definition of Terms

As with other professions, school psychologists use of terms and jargon that need to be clarified. In order to understand the problem, it is necessary to understand some these terms and jargon used throughout the proposal.

Assessment refers to the process of obtaining data that will allow a diagnostic impression of an individual's cognitive, adaptive, social, emotional, academic, and sensory motor functioning abilities.

Tests are instruments, techniques, or interactive procedures that are used to influence decisions concerning educational placements and/or therapeutic services to individuals.

Bilingual Psychologist (BP) refers to an individual who is licensed to practice school psychology as a profession and exercises domain over a second language to the degree that enables that individual to transfer the knowledge acquired in the primary language to be utilized in the second language.

Monolingual English Psychologist (MEP) refers to the individual who is licensed to practice school psychology as a profession and only exercises the domain in one language.

Prereferral for Suspected Exceptional Education needs refers to the child who is suspected of having a handicapping condition as defined by federal educational laws and/or state acts.

Coordination refers to the participation and effort that two or more psychologists pursue in obtaining results

Language Minority refers to the usage of primary language by an individual, which is other than the predominant language, in order to perform basic life activities.

Requested Intervention is in reference to a request for bilingual psychological intervention, made from one psychologist to another, when suspected that there is language minority child involved.

Building Psychologist refers to the school psychologist assigned to a particular school on a permanent basis during a calendar school year.

Problem Description

The problem is that there is no assessment coordination between monolingual psychologists and bilingual psychologists when working with language minority who are referred for suspected exceptional needs. However, bilingual psychological intervention is requested, coordination of services between psychologists is non-existent, resulting, in some cases, in a duplicity of services or on other occasions, in noninvolvement by the building psychologist.

Problem Documentation

Assessment coordination (AC) guidelines between monolingual and bilingual psychologists when language minority children (LMC) are referred for exceptional education needs are nonexistent.

Review of referral logs indicates that between the second semester of the 1991-92 school year and the first semester of the 1992-93 school year, 46 % of the post-assessment staff conferences, that involve a language minority child, were rescheduled with a request for bilingual diagnostic personnel involvement.

Examination by the writer of 89 psychological reports, in which the writer

was involved during the 1992-93 calendar year, suggested that communication between psychologists was poor and occasionally nonexistent.

Thirty interviews with monolingual English psychologists indicated that psychological assessments that involved language minority children were performed in English or by utilizing a translator during the examination.

NUMBER OF LMC REFERRALS, NUMBER OF BP INTERVENTIONS, NUMBER OF AC BETWEEN PSYCHOLOGISTS, NUMBER OF MEP PARTICIPATION IN PAS, AND THE NUMBER OF RESCHEDULED CASES FOR THE 2ND SEMESTER OF 1991, 1ST AND 2ND SEMESTER OF 1992, AND 1ST SEMESTER OF 1993.

TABLE 1

Year Semester	Number of LMC Referrals	Number of BP Interventions	Number of AC	Number of MEP/PAS Participation	Number of Re-Schedule Cases
1991/2nd Semester	18	18	01	01	12
1992/1st Semester	55	55	02	02	30
1992/2nd Semester	34	34	02	02	10
1993/1st Semester	73	73	08	08	30
Total	180	180	13	13	82

Data from Table 1 indicates that out of 180 cases where there was bilingual psychological involvement, only 13 cases reflected assessment coordination between the school psychologists, and 13 post assessment staffing by monolingual English psychologists.

Causative Analysis

As with any educational situation or problem, identification of causes are not a simple task. In this particular case, various causes are considered as basically significant contributors to the established assessment method that has been in practice throughout a prolonged period of time.

The assessment approach which has been used for children in the past may be seen by some examiners or test givers as adequate and/or not in need of improvement or change. There appears to be little acknowledgment or awareness by testgivers of the reliability and validity of the instruments when used with children who culturally, ethnically or linguistically different from the norming group. Significantly troublesome is the practice of allowing the participation of translators, who lack knowledge and professional expertise, to influence tests results. Language differences and the unavoidable variations between both the first and the secondary language, will usually be overlooked and will not be considered relevant by professionals who may be under the impression that the described practice procedures are most permissible and acceptable.

Another cause is closely related to the monolingual English speaking psychologist's limited knowledge of the deep rooted differences that Spanish and English have in their cultural and linguistic variables. Contrary to the first cause, there are psychologist who believe that not having the linguistic and cultural knowledge automatically disqualifies them, not only to perform an assessment but also to be involved in the assessment process. In this case, the tendency is to disconnect themselves from any participation in the assessment process and totally rely on the bilingual psychologist's involvement.

A third cause is related to the lack of assessment guidelines when a referred child's communication language is other than English. Because there are no guidelines, one of three things will evolve when an examiner is confronted with this situation. First, the examiner will proceed accordingly to the first described indicated in this paper, or the examiner will proceed according to the second cause described previously, or the examiner will tend to improvise. Finally, there is a tendency within the educational system to maintain past assessment practices

that lack a firm theoretical and empirical base. There are cases when an individual who has limited knowledge in areas of culture or language differences is permitted to perform an assessment of a language minority child, satisfying the system's requirements that an assessment has to be obtained even if the results are unreliable.

Relationship of the Problem to the Literature

One of the main responsibilities of the school psychologist is the psychological assessment. The evaluation process may significantly affect the education and placement of a child, becoming even more important if the child has limited or no English skills (Barona, 1987).

The writer considers that there are four basic factors to be considered when serious analysis is given to the assessment of children classified as non English proficient or limited English proficient. These factors are: (a) The educational system, (b) the language, (c) the instruments utilized, and (d) the assessment process.

The educational system within the United States clearly reflects the social problems that the nation has confronted throughout its history. Thus, it must be understood that the educational system is not free of issues such as the racial discrimination that has afflicted certain segments of the population, particularly the minorities.

This issue, ironically, is most manifested and accentuated by the manner in which the educational system has responded to the minority population increment, and educational mandated laws.

Even when educational service delivery are mandated by law, they are affected as the number of immigrants increases forcing school systems to examine the issues of assessment and placement of students with diverse backgrounds and

needs (Samuda, 1989). Nevertheless, discriminatory events continue to occur, as language and ethnic minority children are over represented in programs for children with educational disabilities (Cummins, 1986; Weinstein, 1991), as if special education programs were by design, made for minority students (Chin, 1979). Additionally, minority children suffer from the irresponsiveness of the educational system as it appears that they have been pushed out as opposed to dropping out of school (DeBlassie, 1983).

Throughout the years the educational system has seen as acceptable the pattern of practices employed in the assessment, placement, and service delivery of children considered linguistically and/or culturally different. Introduction of new practices or modification of the current ones appear to be an utopian task to the eyes of those who are affected with such decisions. Realistically it is very difficult that the ideas and concepts on which special or exceptional education and school psychology have been based on, be receptive to a paradigm shift (DeBlassie, 1983).

A second issue involved in the assessment process is language factor. There are certain elements that must be taken in consideration when language minority children participate in the assessment process. There is no relation between the school learning environment and the dynamics by which children develop language. Therefore, it essential that certain linguistic elements be considered when testing a language minority, culturally different child, since phonological, syntactic, or semantic forms may vary between languages and cultures (Erickson,1981; Guskin,1976). The difference between language and speech is that if language were merely speech, there would be little or no reason to expect a high degree of correlation between performance on tasks that directly involve speech and performance on tasks that do not (Oller, 1983).

As the language factor plays an important role in the assessment process, it becomes an essential influence in the delivery of educational services. In regard to the above, the following guidelines have been established by federal law:

> The term 'native language,' when used with reference to a person of limited English speaking ability, means language normally used by that person, or in the case of a child. In all direct contact with a child (including evaluation of the child), communication would be in the language normally used by the child and not that of the parents, if there is a difference between the two. (Education for All Handicapped Children Act of 1975)

A third factor is the traditional testing instruments, one of the means by which test users reach their diagnostic impressions. One of the most damaging and devastating practices that has been carried out by our school system is that of psychological and educational assessment and/or testing culturally different youth and using, or more appropriately, misusing the results of these assessment devices. Such practices have resulted in the mislabeling or misplacing of an enormous number of these youth in special education or other classes (DeBlassie, 1983). Minority children are consistently assessed by tests that do not indicate the value of reliability coefficient for their group. In regard to this situation, the standards for educational and psychological testing, according to the American Psychological Association (1985) clearly indicate that "some test are inappropriate for use with linguistic minority members whose knowledge of the language is questionable" (pp. 74-75). Furthermore, intellectual assessment in the North America school system is increasingly being perceived as an area that fails to achieve its objective of identifying the student's mental capacity and learning potential, and often causes their inappropriate placement or labeling of these children on the basis of one, or perhaps two psychological tests. This practice exercised throughout many years has resulted in the inequality of educational service delivery to these children (DeBlassie, 1983; Pascual-Leone,1989).

One of the mostly uses of assessment instruments is to determine intellectual functioning. Within this concept, there are those, particularly psychologists, who believe that intelligence can be expressed with a single number or factor, while others such as Sternberg (1977), Determan and Sternberg (1982), Carrol (1983), Goldman and Garner (1989), who contend that tests based on a single factor or even multiple factors cannot account for all the variance of mental ability between individuals. While this controversy unfolds, test developers continue to develop instruments supported by standards and norms based on a specific cultural context, and simultaneously children with different language communication skills and cultural background continue to be assessed and diagnosed by the single or the multiple intellectual functioning concepts, in addition to the fact that the use of these instruments are unreliable and inappropriate for these children because of their linguistic differences and cultural bias. Test givers have to come to terms with the fact that tests only indicate how reliable they are according to the sample groups upon which reliability was first established, and their usefulness cannot be assumed, as some tests may discriminate with satisfactory precision among students with a wide range of talent, but they may but not discriminate equally well in a narrow range of talent (Grondland, 1971; Fishman, 1984; Welsh,1990).

For some time, the assessment process and the educational placement of language minority children has been under heavy criticism. As the process in itself may be culturally unfamiliar to a child and it may only attempt to identify casual factors or natural disorders in a learner's style. Such procedures do not take into account the child's primary language, background, and past experiences. As an example of one of such situations is the case of Guadalupe Quintanilla. Guadalupe states that:

> According to the school system, I am a mentally retarded person. You see, I failed a test given to me in English and consequently was placed the first grade although I was 9 years of age. Not long after, I drop-out of school due to an embarrassing situation. Years later after I married, I had three children and when they reached school age, they too were described as "yellow birds". The school was so nice that they did not call children "dumb", or "slow learners", or "mentally retarded". They would in turn call them "yellow birds". I knew that the system had to be wrong when I notice that all "yellow birds" were brown skin children. As a consequence of the school system's decision, I do not have an Elementary diploma, a Junior high or a High school diploma. However, I do have a Bachelor's, a Master's, and a Ph.D. degree. My three children all have degrees. Two of them are lawyers and the other is a surgeon. (Quintanilla, cassette recording,1993)

It appears that a child's cognitive functioning and cultural experiences, when confronted with the environment of the school system, appear not to be necessarily compatible. This deserves a further explanation. Culture should not be seen as single entity that is acquired uniformly, particularly when factors such as individual uniqueness, perceptions, and interaction with the environment are performed in a particular fashion. In addition, culture should not be perceive as the food that people eat, or as a particular folkcultural dance or music that people hear, culture is what makes the people be the way they are, its like oxygen, you cannot see it and certainly cannot touch it, but you need to be alive (Quintanilla, 1993). In terms of cognitive functioning, the acquisition of knowledge, or intellectual development is a phenomenon that occurs throughout the years and should not be seen as a product of the school system (Omark, 1983).

The objectivity of the present system and its unequal service delivery are issues that have polarized opinions and resulted in controversial positions. There are those who believe that the present system could improve, and thus provide a reasonable degree of service delivery equity (Deutsch, 1967; Mercer, 1973; DeAvila, 1976, Dent, 1976; Ysseldyke, 1982; Sattler, 1988; and Samuda,1989). However, there are others who argue that a reasonable degree of

service delivery should not be attributed to the assessment component, because if bias from testing instruments were minimized, it would do little to reduce the systematic bias that has been documented to occur both prior to and following the assessment process (Maheady, 1983).

In essence, the writer considers that the issues discussed are essential to the educational service system. However, a warning is warranted to those who may be under the impression positive changes will occur. Paradigm shifts are not to be expected until the organizations that are responsible in the delivery of educational services come to terms with the fact that this country is entirely multilinguistic and multicultural and that diversity is an enrichment factor not a handicapping issue.

Chapter III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to clearly establish the bilingual psychologist's role in terms of assessment of children who were referred for psychological evaluation because of suspected exceptional educational needs. Clarification of the bilingual psychologist's role would also improve communication channels between bilingual and monolingual psychologists.

Expected Outcomes

There were four expected outcomes that would demonstrate that this goal was successfully achieved:

(1) The approval and implementation of service delivery coordination guidelines between psychologists.

(2) Written communication between psychologists would reflect an increase in the coordination assessment procedure.

(3) Rescheduling of multidisciplinary teams would decrease as a result of coordination efforts between psychologists involved in the assessment procedure.

(4) Coordination of efforts would reflect an increment of monolingual psychologist's participation in the post-assessment staff conferences.

Measurement of Outcomes

Registration of data during the implementation of this proposal was compiled based on the number of referrals assigned, in addition to documented

assessment coordination forms between psychologists. The amount of psychologists' participation would be quantified in numbers and then compared to data in table 1.

Assessment coordination between monolingual English psychologists and bilingual psychologists when working with language minority children, would specifically take the form on the amount of monolingual psychologists participation in the coordination assessment process. Participation would be measured by the monolingual English psychologists signature in the assessment coordination form indicating what their specific intervention role would be. The monolingual English psychologist's participation during the assessment coordination implementation would be compared to their participation during previous semesters mention in table 1. For every ten language minority referrals, the monolingual English psychologist would participate in six of those assessments.

The second outcome would be measured enumerating those cases in which the building psychologist did or did not participate implementing the written coordination assessment agreement. For every psychological report where a language minority child was involved, the monolingual English psychologist would provide assessment data on three out every five of those referrals.

The third outcome would measure the specific intervention that the MEP performed compared to the agreed participation on the assessment coordination form. For every ten specific intervention participation agreed between psychologists, the MEP would provide the total data agreed upon the assessment coordination form.

The fourth outcome would be measured based on the signature of the school psychologist on the cover sheet of the post staff conference report. The psychologist's participation at this level would coincide with previous written

agreement between psychologists. The amount of participation of the monolingual English psychologists wuold be compared to their post staffing participation of language minority students during the previous semesters mention on table 1. For every ten post-staffing meeting involving a language minority child, the monolingual psychologist would be present in four post-staffing meetings.

Chapter IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

As previously described throughout this proposal, the problem was manifested when exceptional education referrals were initiated and there was no coordination between monolingual English psychologists and bilingual psychologists when working with language minority children.

One of the possible solutions to the search for guidelines in assessment of language minority children was to developed a coordination assessment model that would enable psychologists to obtain reliable psychological assessment results. This model would required an active and integrated participation in the assessment coordination process by the monolingual English psychologists. Participation within the parameters of this model would not be hindered by their limited dominance of a second language.

Application of the assessment coordination model required psychologists to display expertise in the administration of test instruments, as well as knowledge of the different types of populations to be served, when psychological diagnostic services were to be provided. In regard to this issue, DeBlassie (1983) has suggested that:

> a) Standard tests are oriented toward and biased in favor of those individuals who are in the American mainstream of society; b) standardized results should be used in conjunction with other type of data; c) standardized tests are typically low in predictive validity when used with culturally different

> individuals, although somewhat effective as diagnostic of their strengths and weaknesses; d) assessment data can and should be used to determine intervention strategies and/or teaching approaches involving corrective, remedial, and enrichment programs for these youth; and e) assessment data should be used in positive and constructive ways to avoid culturally different bilingual children in developing their potential and/or latent abilities (p.56).

The goal of assessment is to produce an accurate appraisal of a student's current level and mode of intellectual functioning within the context of the child's cultural, educational, and conceptual experience in their first language. Therefore, test users and/or test givers must exercise caution when analyzing test data and should not confuse a child's suspected handicapping condition per se with the student's background. In order to reach this objective it is crucial for the examiner to have both knowledge and dominance of the minority child's language, in addition to placing significant emphasis and scrutiny in the child's culture. (Prewitt-Diaz, 1987; Cummins, 1989; Lewis, 1989; & Gianetti, 1990).

Description and Justification for Solution Selected

Monolingual English psychologists in the writer's school district presented language barrier limitations, as well as lack of cultural knowledge of the language minority children, when involved in the assessment process. As a result, there was a tendency to request the involvement of a bilingual psychologist, and then assume that their involvement in the assessment process had concluded. In order to reverse this trend, the writer proposed the development of coordination assessment model with the intention of assisting psychologists during assessment process of children considered to be language minority and culturally different. In order to achieve positive outcomes, various guidelines were developed.

The writer's solution strategy had three components. First, the bilingual psychologist would share with monolingual psychologists the need to developed coordination assessment guidelines, explaining how these guidelines would

improve psychological services when they work with language minority children.

Secondly, the writer would developed coordination assessment procedures that would facilitate monolingual English psychologists and bilingual psychologist assessment of language minority and culturally different children

Thirdly, the assessment coordination procedures would increase the effectiveness of the diagnosis reliability, enabling psychologists and other educator's to make better informed decisions, and to minimize bias results due to language, ethnic and/or socio-economic status.

Report of Action Taken

The writer requested with the Office of Psychological Services an appointment in order to obtain implementation authorization. Purpose explanation of this project was presented, in addition to the assessment coordination forms. The preceding event enabled the writer to provide descriptive information regarding the coordination assessment model to other psychologists. This was accomplished by means of an inservice training session where the coordination assessment conceptualization was presented. The third step consisted in the organization of the work plan where incoming initial referrals of children suspected of being language minority would be in the registered in a log. Based on the student assigned attendance school area, contact with the monolingual English psychologist was initiated with the intention of scheduling a conference appointment to discuss the psychologists involvement. An on site visit to each of psychologist was then performed and a conference conducted. During conference, the monolingual English psychologist and the bilingual psychologist would then determined their respective roles and participation in the assessment process based on the coordination assessment

format (see appendix A). This procedure was carried out in each referral received during the implementation of this proposal.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

As the goal of this practicum was to clarify and establish the bilingual psychologist's role in terms of assessment of suspected language minority children and improve communication channels with monolingual English psychologists, four expected outcomes were established.

The first outcome indicated that assessment coordination between monolingual English psychologists and bilingual psychologists when working with language minority children, would specifically increase monolingual psychologists' participation in the coordination assessment process. Participation would be measured by the monolingual English psychologists signature in the assessment coordination form indicating what their specific intervention role would be. The monolingual English psychologists' participation during the assessment coordination implementation would be compared to their participation during previous semesters mention in table 1. For every ten language minority referrals, the monolingual English psychologist would participate in six of those assessments.

Implementation of this proposal involved 50 cases. MEP participated in the coordination assessment process in 41 of those cases (see table 2).

The second outcome was measured enumerating those cases in which the building psychologist did or did not participate implementing the written coordination assessment agreement. For every psychological report where a

language minority child was involved, the monolingual English psychologist would provide assessment data on three out every five of those referrals.

Data gathered during implementation (see table 2), reflects that in 30 out of 41 cases, monolingual English psychologists conducted their assessment in accordance to the coordination assessment format agreement.

TABLE 2

NUMBER OF LMC REFERRALS, NUMBER OF BP INTERVENTIONS, NUMBER OF AC BETWEEN PSYCHOLOGISTS, NUMBER OF MEP PARTICIPATION IN PAS, AND THE NUMBER OF RESCHEDULED CASES DURING THE 1ST SEMESTER OF 1993 AND 2ND SEMESTER OF 1994 OF THE PROPOSAL IMPLEMENTATION.

Year / Semester	Number of LMC Referrals	Number of BP Interventions	Number of AC	Number of MEP/PAS Participation	Number of Re-Schedule Cases
1993/ 1st Semester	24	24	20	15	07
1994/ 2nd Semester	26	26	21	14	12
Total	50	50	41	29	19

The third outcome would measure the specific intervention that monolingual English school psychologists performed compared to the agreed participation on the assessment coordination form. For every ten specific intervention participation agreed between psychologists, the monolingual English psychologist would provide the data agreed upon the assessment coordination form.

Data in this area indicates that 40 assessment coordination forms were completed out of 41 intervention participation agreements between the psychologists involved (see table 3).

The fourth outcome would be measured based on the signature of the school psychologist on the cover sheet of the post staff conference report. The

TABLE 3

NUMBER OF ASSESSMENT COORDINATION CASES, LMC REFERRALS, NUMBER OF BP INTERVENTIONS, NUMBER OF SPECIFIC INTERVENTION PARTICIPATION AGREED BETWEEN PSYCHOLOGISTS DURING THE 1ST SEMESTER OF 1993 AND 2ND SEMESTER OF 1994 DURING PROPOSAL IMPLEMENTATION.

Year/ Semester	Number of AC Cases	Number of Specific Intervention Participation Agreed Between Psychologists
93/1st	20	19
94/2nd	21	21
Total	41	40

psychologist's participation at this level would coincide with previous written agreement between psychologists. The amount of participation of the monolingual English psychologists would be compared to their post staffing participation of language minority students during the previous semesters mention on table 1. For every ten post-staffing meeting involving a language minority child, the monolingual psychologist would be present in four post-staffing meetings.

Review of data (see table 4) compares the number of monolingual English psychologists' participation (13) in the post assessment staffing process during the past four semesters with recent participation (29) in the same process during proposal implementation. In addition, data also indicates a comparison of re-schedule cases during the above described periods. A total of 19 out of 50 cases were rescheduled during proposal implementation, compared to 82 rescheduled cases out of one 180 cases during the semesters previous to AC implementation (see table 4).

Discussion

The purpose of developing and implementing this proposal was to determine if

TABLE 4

NUMBER OF MEP PARTICIPATION IN THE PAS PREVIOUS TO AC IMPLEMENTATION AND AFTER AC IMPLEMENTATION, AND RE-SCHEDULED CASES DURING BOTH PERIODS.

Year Semester	91 2nd	92 1st	92 2nd	93 1st	Total	93 2nd	94 1st	Total
Number of MEP/PAS Participation	01	02	02	08	13	15	14	29
Number of Re-Scheduled Cases	12	30	10	30	82	07	12	19

psychological assessment services to language minority children would improve by establishing the role of the bilingual psychologist in the process, in conjunction with the participation role of the monolingual English psychologists.

Since four outcomes were pre-established before the implementation of this proposal, they will be briefly discussed. For example, results of the first outcome indicate that 41 psychologists out of 50 referrals participated in the assessment coordination process. This amount of participation in the process represents a higher participation rate when compared to the previous semesters mention in this proposal. The projected rate was for every ten language minority referrals, the MEP would participate in six of those assessments. Since the number of referrals involved in this proposal involved 50 cases, that would have represented 30 participations by the MEP. This outcome was fully achieved and surpassed by 11 participations. The results imply that if assessment coordination guidelines were established, participation between MEP and BP would probably increase the working relation of psychologists involved in the assessment process of language minority children.

The second outcome was met with exact precision, as it was previously established that three out five cases MEP would provide assessment data in

accordance to AC agreement. Data analysis indicates that 30 cases were registered as fulfilling this goal.

The third outcome would measure the specific intervention that monolingual English school psychologists performed compared to the agreed participation on the assessment coordination form. For every 10 specific intervention participation agreed between psychologists, the monolingual English psychologist would provide the data agreed upon the assessment coordination form. Collected data in this area indicates that only 40 intervention were registered as completed. This implies a ten case deficit in terms of attaining this goal when compared to the total proposal case load. However, the ten alluded cases were the result of referral involving children with an age range below three years of age and/or who are children that have not been previously enrolled in school, and where there was no other psychologist involved. Psychological assessment, evaluation and/or testing are affected when service delivery involves language minority children who are not enrolled in school and/or are preschoolers, but are assigned to a particular school (when referred for exceptional education needs) based only in the criteria that residence determines their school attendance area.

This deserves further explanation. Children who are referred for psychological services, but are not enrolled in school will be assigned for assessment, evaluation and/or testing within a particular school building based on the location of child's residence. If such referral identifies the child as suspected language minority, the referral will be assigned to bilingual personnel. This implies that the building school psychologist would not be involved in this referral due to the language differences. This was a significant issue as the bilingual psychologist would be the only psychologist involved in the process.

This situation was earlier identified as the unanticipated outcome during the mid-term report of the proposal implementation.

As previously reported, the assessment coordination format was designed and based on the premise that referrals for suspected exceptional education needs were originated in schools where there was a monolingual English psychologist assigned. This emerged as an expected event when some of the referrals received by the bilingual psychologist did not involve a monolingual English psychologist, as the children referred for psychological evaluation were not school age children. Since there was no other psychologist involved, the situation affect the coordination assessment procedure.

Results related to the fourth outcome involved two areas, that is, the MEP participation in the post assessment staffing of language minority children and the decrease of PAS rescheduling. The first portion of the projected outcome was fully met and surpassed by nine cases. This outcome implied a disposition by MEP to participate in PAS when provide with reliable data obtained from the AC process. In the area of PAS rescheduling, a decrease was noted in proportion to the total number of cases. The results indicated the expectation was surpassed by 9 cases when compared to the projected outcome. The following factors were found to be contributing factors that affect this outcome a) other members of the team had difficulties conducting their assessment by the scheduled conference deadline; b) student was difficult to evaluate due to being frequently absent from school; c) parents request for staffing conference postponement due to conflict with work schedule; d) the need to include additional team members due to suspected exceptional education needs in other areas not determined by the initial referral; e) and parent 's failure to provide significant written medical documentation.

In essence, when proposal implementation concluded, data collected suggested that all four outcomes were met, and some were surpassed. Based on the results, it appears that when monolingual English psychologist and bilingual psychologist work together their participation is positively affected.

The writer considers that the assessment coordination model does evidence a higher involvement of psychological services by the monolingual English psychologists and that the bilingual psychologist's role is specifically clear when assessment psychological services are coordinated by participating psychologists. In addition, the amount of assessment coordination forms completed during this proposal indicated a positive professional disposition by the MEP to coparticipate in the assessment of language minority children.

Recommendations

The effectiveness of AC model should be seriously considered when monolingual English psychologists and bilingual psychologists are involved in the assessment process of language minority children that are within school age and enrolled in a school setting. However the effectiveness or ineffectiveness of this model depends on the degree of endorsement given by the Office of Psychological services within the school district. The significance of validating such a procedure is highlighted by the fact that currently there are no specific guidelines related to psychological assessment of language minority children.

In regard to children who are under school age, it is suggested that instead of indicating the attendance area school where the PAS conference would be conducted, a center such as the Exceptional Education Supportive Service Center could assigned as the area where assessment, evaluation, and testing, as well as post assessment staff conference would be conducted.

Dissemination

Within the school district, the Department of Exceptional Education, particularly, the Office of Psychological Services, has demonstrated interest in the results of implementation of this proposal.

In terms of dissemination, the school district has encouraged bilingual personnel to develop a proposals where bilingual aids employed by the school district would be trained as translators, and thus assist monolingual English psychologists in the administration of psychological tests.

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APPENDIX A

COORDINATION ASSESSMENT FORM

COORDINATION ASSESSMENT FORM

Type of Referral: _____ Exceptional _____ Non-Exceptional
Referral Dates: _____ Date Referral was received _____
Name of School: _____ School Code Number: _____
Name of Building Psychologist: _____
Name of Bilingual Psychologist: _____
Child's Name: _____ D.O.B. _____
I.D. Number: _____ Ethnic Code: _____
Communication between psychologists was accomplished through:
Phone: _____ School Visit: _____ Internal Mail: _____ Other: ____

Psychologists involved in the assessment, evaluation and/or testing process agree to the following steps based on information from the referral form:

__1__ Building Psychologist __2__ Bilingual Psychologist

SCHOOL RECORDS

____ Will review cumulative folder and provide written data.
____ Will research previous exceptional education reports and provide written data.

INTERVIEWS

____ Will conduct interview with teacher(s) and provide written information.
____ Will conduct interview with parent(s) and provide written information.

BACKGROUND

____ Will gather written background relevant data.

OBSERVATIONS AND TEST BEHAVIORS

____ Will gather observed behavior during test and provide written information.

TESTING

____ Will administer intelligence test(s). ____ Will gather adaptive behavior data.
____ Will administer sensory-motor test(s) ____ Will administer academic test(s).
____ Will gather written socio-emotional functioning data.

REPORT

____ Will write psychological report.

Partial Report
____ Will provide partial psychological report.

Post Assessment Participation
____ Will participate in the post assessment staffing conference.

_____ _____
Signature Building Psychologist Signature of Bilingual Psychologist

Date: _____ Date: _____

APPENDIX B

REFERRAL LOG

REFERRAL LOG

NAME/ I.D. NUMBER	PSYCHOLOGIST SCHOOL	DATE ISSUED DATE RECEIVED	TYPE STATUS	STAFFING DATE

APPENDIX C

QUESTIONNAIRE

QUESTIONNAIRE

The purpose of this questionnaire is to obtain research data in the area of psychological assessment of language minority children.

As a school psychologist, while performing as an examiner have you ever been involved in the assessment of language minority children?

___ on many occasions ____ occasionally ____ on a few occasions ____ never

When involved in the assessment of a language minority child, have you utilized the assistance of a bilingual:
____ psychometric ____ translator ____ teacher ____ psychologist ____ parent

As a school psychologist, have you ever been involved with the assessment of a language minority child without the assistance of any of the above?

____ yes ____ no ____ no opportunity

The use of a translator when involved in the assessment of a language minority child in your opinion, is an acceptable practice:

____ I agree ____ don't agree ____ don't know ____ have no opinion

When involved with a referral of a language minority child, which of the following would you consider as appropriate:

____ proceed to conduct the assessment without assistance.
____ proceed to conduct the assessment with the assistance of a translator.
____ request bilingual psychological involvement.
____ request a bilingual psychometric assistant.
____ request the assistance of a bilingual teacher.
____ request the assistance of a bilingual parent.
____ request the assistance of school building bilingual personnel.
____ none of the above.

Results of this questionnaire will be used exclusively in the gathering of data. All information obtained will be considered confidential.

_____ _____
Please Print your Name Date:
(Leave blank if you do not wish to reveal your name)